



A STUDY OF ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION TO JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

The present study is an attempt to find out the difference in teaching attitude of senior secondary school teachers in relation to job satisfaction. A descriptive survey method was used. A sample of 120 (60 male + 60 female) senior secondary school teachers was randomly selected. Teacher Attitude Scale (TAS) by Dr. J.C. Goyal and Teacher's Job Satisfaction Scale by Mudgil, Muhar and Bhatia were used to assess the teaching attitude and job satisfaction of teachers. Mean, Standard Deviation and 't' test was used to analyse the data. The findings of the study revealed : (i) Female teachers were found to possess more favourable attitude towards teaching than male teachers; (ii) Highly job satisfied secondary school teacher found to have better teaching attitude towards their profession than low job satisfied senior secondary school teachers; and (iii) a significant positive relationship between teaching attitude and job satisfaction of secondary school teachers was found.

KEY WORDS: Attitude, job satisfaction, senior secondary school teachers.

INTRODUCTION

Education is a continuous process. It may be formal, informal or non-formal. In formal education teacher has a very important place in improvement of education. Teachers' role in society in general and in education has been changing with time but the importance of this position is same. The teacher is the pre-requisite of the success of educational programmes. The main quality of teacher is the positive attitude towards education. He/She must have the ability to get satisfied from their respective jobs. So educational programme should inculcate the qualities in teacher, so that he/she may be in his best position to impart education to students. The attitude of teachers towards education influences the nature and extent of their participation in the education and related educational programme. By developing teachers' with desirable attitude or by shaping their attitudes in desired, effective and productive learning on the part of pupils can be achieved.

Attitude

Attitudes are ideas or feelings that one may have about something as a result of imaginative likes and dislikes in the changing circumstances. Favourable class room attitude not only promote learning but also create the kind of climate which stimulates better and successful learning. Attitudes provide the incentives for behaviour and affect all higher mental processes, such as thinking, reasoning, judgments and creativity.

Attitudes Towards Teaching Profession

Teachers may possess different attitudes towards teaching. No doubt attitudes depend upon factors, especially among teachers, the factors being the school, the colleagues, the children, the value system, views of life. Attitudes are always tied up with insights and interpretations and opinions and actions. An attitudinal change can be produced in the learner by teaching which is related to learning. This is accordingly interweaved with positive or negative attitude of teacher towards the pupils, the profession, classroom activities and the administration. The modern concept emphasizes the expected behavioural outcomes. Since attitude is a psychological process, it combines beliefs, concepts, motives, values, opinions, habits and traits, it has tremendous impact on pupil. Teachers with favourable attitude can successfully develop positive attitude among children since learning depends upon effective teaching and effectiveness on part of teacher can be accelerated through positive attitude towards the profession. Thus, professionally attitude can be defined as, *"a state of mental and emotional readiness to react to any educationally significant situation in the manner that give first place to the interest of society and teaching profession, that demonstrates appreciation of situation, educational implications and that indicates the ability and desire to co-operate with other towards the solution of the problem involved."*

JOB SATISFACTION

The concept of 'job-satisfaction' has come from Industrial Psychology and it is now one of very extensively explored aspect of human efficiency at work. When there is satisfaction in job, work is done with great care and sincerity "Job-satisfaction is the whole matrix of job factors that make a person like work situation and be willing to lead for it without distaste at the beginning of this work day." Job satisfaction essentially implies one of the most pleasant and keenly sought after state of mind. It can be made a vehicle for the achievement of a higher end. Undoubtedly, it can be said that the job satisfaction is widely accepted psychological aspect of effective functioning in any profession. However, a more comprehensive approach requires that many additional factors such as employer's age, health, temperament, desires and level of aspiration, family

relationship, social status, recreational out-lets, activity in organizations etc. should be considered. Those who are satisfied with their firms and their work are called ideally adjusted. Job-satisfaction gives happiness, efficiency and success in one's professional-activity. A worker who is satisfied with his work is characterized by his spirit of devotion and determination for the fulfillment of the set goal.

Every profession has got certain aspects conducted for job satisfaction and at the same time other aspects leads to dissatisfaction. The nation's well being depend upon teachers well being. The teachers are the custodians of our future. But it is very sad to note that the profession of teaching is losing its charm, day by day and there appears wide dissatisfaction in the teaching profession in India. All the tributes of "nation-builder", "kings maker", "noble soul" and the like which are paid to the person of the teacher have become nothing more than high sounded words, which sound much, but mean almost nothing. Job satisfaction is the result of various attitudes of an employee towards his job. These attitudes are related with specific factor such as salary, service condition, advancement opportunities and other benefits. In this case of job satisfaction of physical education and other teachers, there are certain other factors also which are more.

Teaching profession, now-a-days also attract intelligent and talented men and women. The teachers, in young age, are not satisfied because of unhappy condition of service, inadequacy of pre-service guidance, lack of in service training, absence of comparable benefits and privileges apart from limited opportunities for social advancement and professional growth. In this difficult situation teachers are not able to maintain their high standard. For the purpose various, education commission and several educationists have emphasized on the necessity of improving the status, salaries, service conditions etc. of the teachers.

Job satisfaction is critical to teacher commitment and school effectiveness, and actions by school administrators create distinct environments that are highly predictive of the level of job satisfaction for the teaching staff. Charismatic and supportive school leadership which creates an environment focused on academic excellence, provides a positive role model, and allows teachers to focus on teaching rather than bureaucratic rules and procedures, are factors that contribute to a productive environment. Teacher satisfaction is a pivotal link in the chain of education reform. Teacher satisfaction influences job performance, attrition, and ultimately, student performance.

REVIEW OF LITERATURE

Singh (2007) indicated that job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching. Ghanti and Jagadesh (2009) revealed that teachers working in government and private secondary schools did not differ significantly in their attitude towards teaching profession and male and female teachers' did not differ significantly in their attitude towards teaching profession. Ghosh and Bairagya (2010) in their study concluded that female secondary teachers possess more favorable attitudes towards teaching profession than male teachers. Benjamin et al. (2011) also supported this view that female student teachers had more favorable attitude towards teaching profession than male student teachers. Lal and Shergill (2012) revealed that female degree colleges' teachers have more favorable attitude towards education as compared to their male counterparts. Male and female teachers are not different from each other on job satisfaction variable.

Usop, Askandar, Langguyuan-Kadtong and Usop (2013) concluded that the teachers of Division of Cotabato City displays a high level of performance. They were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that a teacher's satisfied with their job is also a productive one. Furthermore, if the teachers contented with their job, they will develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners. Kimengi (2014) found that there was no strong relationship between attitudes towards teaching and job satisfaction among secondary school teachers with respect to the following variables: Age, Type of school, Teaching experience and Mother's occupation. However, there was strong relationship with respect to: Subjects taught, Highest education attained, Position of responsibility, Father's and Mother's occupation, Father's and Mother's highest education attained. Sandeep and Prahallada (2015) revealed that all the components of teacher attitude- teaching profession, classroom teaching, child centered practices, educational process, pupils, teachers and total attitude were significantly and positively correlated with job satisfaction. Further, stepwise multiple regression revealed that only 4 components of teacher attitude best predicted the job satisfaction of teachers and they were classroom teaching, attitude towards teachers, child centered practices and attitude towards teaching profession.

SIGNIFICANCE OF THE PROBLEM

Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude he/she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. Attitude being a social construct is influenced by many factors like salary, organizational climate, gender social strata, age, stream of education, satisfaction with job, and previous experience of the job. Another problem is job satisfaction. There is a growing discontentment on the part of the teachers towards their job as a result of which standard and quality of education is falling. It is emphasized by different committees and commissions that high quality personnel, who have the necessary aptitude for teaching and favourable attitude towards teaching and for proper favourable aptitude of teachers' job satisfaction. It is widely correlated with attitude towards teaching. Therefore, to identify the attitude of teachers towards teaching profession in relation to their job satisfaction is the need of hour. Hence, the investigator attempts to study the attitude of teachers towards teaching of senior secondary school teachers of Rohtak District in relation to their job satisfaction.

STATEMENT OF THE PROBLEM

"A STUDY OF ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION TO JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS"

OBJECTIVES OF THE STUDY

1. To compare teaching attitude of male and female secondary schools teachers.
2. To compare teaching attitude of secondary schools teachers having low and high job satisfaction.
3. To study the relationship between teaching attitude and job satisfaction of secondary school teachers.

HYPOTHESES

1. There is no significant difference in teaching attitude of male and female secondary schools teachers.
2. There is no significant difference in secondary schools teachers having low and high job satisfaction.
3. To study the relationship between teaching attitude and job satisfaction of secondary school teachers.

METHOD OF THE STUDY

Descriptive Survey Method was used to conduct the study.

SAMPLE

For this research, one hundred and twenty (60 male + 60 female) secondary schools were selected from Rohtak district from eight senior secondary schools. 15 teachers were selected randomly from each secondary school.

TOOLS USED

1. Teacher Attitude Scale (TAS) by Dr. J.C. Goyal to assess the teacher attitude
2. Teacher's Job Satisfaction Scale by Mudgil, Muhar and Bhatia to assess the job satisfaction.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and 't'-test were used to obtain the results.

RESULTS

The analysis of teaching attitude of male and female secondary school students is given in Table 1 to Table 3.

Table 1
Mean, Standard Deviation and 't' values of Teaching Attitude of male and female secondary school teachers

Gender	Number	Mean	S.D.	't' Value
Male	60	3.135	1.389	2.976**
Female	60	4.806	1.267	

**Significant at 0.01 level

The table 1 shows that the mean teaching attitude score of male and female secondary school teachers are 3.135 and 4.806 respectively. The 't' values is 2.976 which is significant at 0.01 level, as the tabulated value is 1.96 at 0.05 and 2.58 at 0.01 level of significance. So the null hypothesis, "There is no significant difference in teaching attitude of male and female secondary schools teachers" is rejected. So it was observed that there is a significant difference between the male and female secondary school teachers regarding teaching attitude. Female teachers were found to possess more favourable attitude towards teaching than male teachers.

Table 2
Mean, Standard Deviation and 't' values of teaching attitude score low and high job satisfied secondary school teachers

Gender	Number	Mean	S.D.	't'
Low job satisfied teachers	48	2.973	1.074	3.973**
High job satisfied teachers	72	5.004	1.582	

**Significant at 0.01 level of significance

The table 2 shows that the mean teaching attitude score of low and high job satisfied secondary school teachers are 2.973 and 5.004 respectively. The 't' values is 3.973, which is significant at 0.01 level of significance, as the tabulated value is 1.96 at 0.05 and 2.58 at 0.01 level of significance. So the null hypothesis, "There is no significant difference in secondary schools teachers having low and high job satisfaction" is rejected. So it was observed that there exists a significant difference between low and high job satisfied secondary school teachers regarding teaching attitude. High job satisfied secondary school teacher found to have better teaching attitude towards their profession than low job satisfied senior secondary school teachers.

Table 3
Relationship between teaching attitude and job satisfaction of secondary school teachers

Variables	Number	Mean	S.D.	'r'
Teaching Attitude	120	3.971	1.389	0.516**
Job Satisfaction	120	244.07	28.171	

**Significant at 0.01 level of significance

Table 3 depicts that co-efficient of correlation between teaching attitude and job satisfaction of secondary school students is 0.516 which is significant at 0.01 level of significance. So, the null hypothesis, i.e., "There is no significant relationship between teaching attitude and job satisfaction of secondary school teachers" is Rejected. Hence, there exists a positive correlation between these parameters. It indicates that teaching attitude and job satisfaction of secondary school students are positively correlated with each other. So it could be concluded that secondary school students have better teaching attitude towards their profession if they are more satisfied with their job.

FINDINGS

1. It was found that there is a significant difference in teaching attitude of male and female secondary schools teachers. Female teachers were found to possess more favourable attitude towards teaching than male teachers.
2. It was found that there is a significant difference in teaching attitude of low and high job satisfied secondary schools teachers. Highly job satisfied secondary school teacher found to have better teaching attitude towards their profession than low job satisfied senior secondary school teachers.
3. It was found that there is a significant relationship between teaching attitude and job satisfaction of secondary school teachers. So it could be concluded that secondary school students have better teaching attitude towards their profession if they are more satisfied with their job.

DISCUSSION OF RESULTS

Studies reviewed on attitude towards teaching profession reveal that female teachers possess a high degree of attitude than male teachers and teachers with positive attitudes tend to encourage their students. The present finding of the

study is in consonance with the findings of Ghosh and Bairagya (2010), Benjamin et al. (2011) and Lal and Shergill (2012) in their study concluded that female teachers possess more favorable attitudes towards teaching profession than male teachers.

Further the present study reveal that attitude towards teaching profession are a significant predictor of job satisfaction. Highly job satisfied teachers possess more favourable attitude towards teaching as compared to low job satisfied teachers. A strong positive relationship was found between teaching attitude and job satisfaction of teachers. This finding was supported by Kimengi (2014) and Sandeep and Prahallada (2015) revealed that all the components of teacher attitude- teaching profession, classroom teaching, child centered practices, educational process, pupils, teachers and total attitude were significantly and positively correlated with job satisfaction.

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